DOCUMENT RESUME

ED 434 720 JC 990 656

AUTHOR	Abou-Sayf, Frank, Ed.
TITLE	Institutional Research Bulletin, 1996.
INSTITUTION	Hawaii Univ., Honolulu. Kapiolani Community Coll.
PUB DATE	1996-00-00
NOTE	12p.; Colored pages may not photocopy well.
PUB TYPE	Collected Works - Serials (022) -- Reports - Descriptive (141)
JOURNAL CIT	Institutional Research Bulletin v5 n1-4 1996;
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Bulletins; Community Colleges; Educational Change; Educational Finance; *Institutional Characteristics; *Institutional Research; Newsletters; Outcomes of Education; Program Evaluation; Research Reports; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS	University of Hawaii Kapiolani Community College

ABSTRACT

The "Institutional Research Bulletin" is a collection of research summaries relating to Kapi'olani Community College (KCC) in Hawaii. Highlights from the 1996 volume (February-December) include: (1) spring 1996 enrollment summary, grouped by demographics and major; (2) vocational program graduate trends; (3) reasons for non-continuance of probationary students--work responsibilities cited as major reason; (4) characteristics and demographics of tuition waiver recipients; (5) description of job-related nightmares of instructors; (6) course enrollment and Educational Media Center resources; (7) impact of pre-requisites on students in accelerated math courses; (8) placement criteria and success in English 100--results suggest that placement based on both reading and writing ability is preferable; (9) gender and computer use; (10) effect of counseling intervention on probationary students; (11) integrity of ethnicity data; (12) effect of timing on post-graduation survey response rates; (13) fall 1996 enrollment summary; grouped by demographics and major; (14) pre-requisites of students in social science courses; (15) the Pre-College Program; (16) length of time to graduation for Business Computers Information Systems students; and (17) an index for "Institutional Research Bulletin," Volume 4. (RDG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 434 720

Institutional Research Bulletin
Kapi'olani Community College
Vol. 4 1996

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

F. Abou-Sayf

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IC990656

BEST COPY AVAILABLE

Institutional Research Bulletin

Kapi'olani Community College
4303 Diamond Head Rd, Honolulu, HI 96816

Office of Institutional Research
Vol. 4, No. 1, February 1996

Spring 1996 Enrollment At A Glance

Judith Buffington
Registrar

At the end of late registration (January 17), the total headcount enrolled for credit was 7,113, a drop of 0.1 percent over Spring 1995.

Continuing students make up 75.0 percent of the population, compared to 78.5 percent in Spring 1995. Of the 3,004 new, returning and transfer students accepted, 1,790 (58.8 percent) enrolled. The same percentage was obtained during the Fall semester.

Student Count

	Spring 1996	Percent Diff. from Spring '95
Major		
Liberal Arts	4,612	-1.4
Business Educ.	667	-4.0
Food & Hospitality Educ.	564	5.2
Health Educ.	615	7.7
Legal Assisting	122	-9.0
Unclassified	533	-4.5
Gender		
Females	4,154	-2.6
Males	2,959	3.6
Attendance		
Full time	2,701	11.8
Part time	4,412	-6.2
Tuition		
Resident	6,440	-1.4
Non-resident	673	13.9
Ethnicity		
Asian	4,008	0
Caucasian	1,159	-4.1
Hawaiian/Part Hawaiian	664	0
Other Mixed	878	0.3
Others	404	11.0

Enrollment in FSH continues to climb, and Health Education also shows a significant increase. Of the 673 non-resident students, only 337 were charged non-resident tuition. The others were exempt under state law.

Vocational Graduate Trends

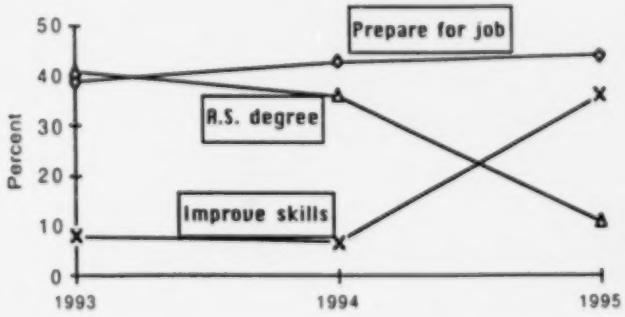
Gemma Williams
Student Services

For the last three years KCC has been conducting a telephone survey of vocational program graduates. Response rates varied from 33 percent to 55 percent.

Student satisfaction has remained consistently high, between 98 percent and 100 percent. The percentage of students employed also remains fairly high, ranging from 70 percent to 86 percent. Of those employed, 62 percent to 89 percent were in jobs related to their majors.

Over the three-year period, students' responses indicate that the importance of obtaining an A.S. degree has decreased while the importance of preparing for a job and improving one's skills has increased.

Most Important Goal



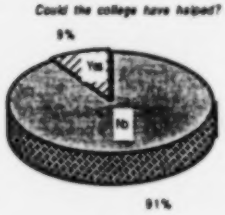
Another interesting observation that appears fairly consistent over time is that between 46 and 57 percent of those surveyed plan to continue their education to obtain a Bachelor's degree, with 22 to 29 percent planning to continue on to a Master's degree. These ratios are not significantly skewed towards one vocational program or the other. However, they carry some implications for advising vocational students to pursue higher education.

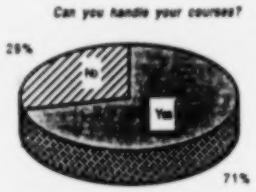
Why Don't Probationary Students Continue?

Sharoh Moore
Student Services

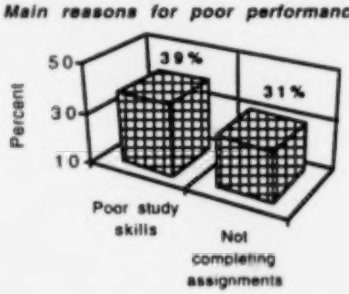
During Fall 1995, 139 probationary students were surveyed by telephone to explore why they did not register for classes.

A large number (42.4 percent) indicated that the main reason for not continuing was work, and 36.7 percent indicated that work was more important than their studies. A large majority (90.6 percent) indicated that the college could have done nothing to help them succeed (thereby confirming the importance of work). A large majority (71.2 percent) also felt prepared to handle the courses they needed. Yet, half of the students (50.4 percent) stated that the courses they wanted were not available.





The main reasons students identified for poor academic performance are illustrated below.



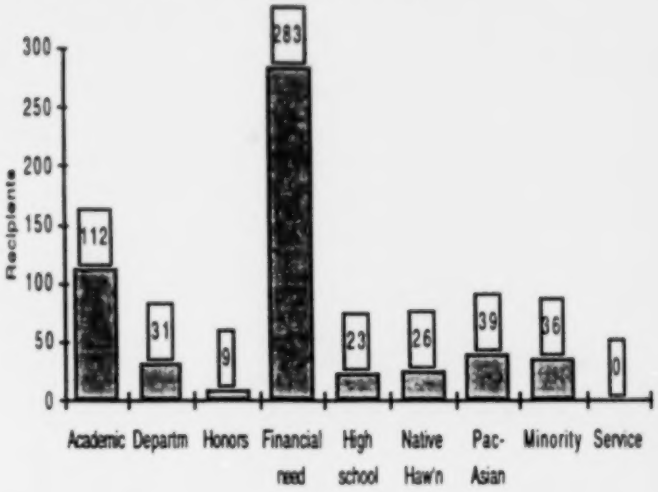
The absence of study skills coupled with confidence in one's ability are two factors that have both been found in an earlier study (*IRB*, Vol. 3, No. 6, Nov. 1995).

Characteristics of Tuition Waiver Recipients

Aileen Lum-Akana
Student Services

Recent discussions about limiting tuition waivers as a result of the budget crunch prompted an examination of characteristics of KCC students who received tuition waivers in the 1994 Fall semester. Tuition waivers fall into 9 categories: academic, departmental, honors, financial need, high school recruitment, Native Hawaiian, Pacific-Asian, minority, and service.

The total number of students receiving waivers was 559, distributed as shown.



Other findings were:

- 88 percent of all recipients were Hawai'i residents;
- High school waiver recipients were all Hawai'i residents;
- Hawai'i residents received 56 percent of all waivers to Pacific Asians;
- 60 percent of all recipients graduated from Hawai'i high schools;
- 75 percent of all recipients had completed high school prior to 1992;
- departmental category recipients appear to be younger, with only 29 percent having completed high school prior to 1992; and
- in terms of ethnicity, the top three categories of recipients were Caucasians (24 percent of all waivers), Japanese (17 percent), and Hawaiian/Part Hawaiian (13 percent).

Institutional Research Bulletin

Kapi'olani Community College
4303 Diamond Head Rd, Honolulu, HI 96816

Office of Institutional Research
Vol. 4, No. 2, March 1996

Professional Dreamers

John Cole
History

Ten of forty-two instructors responded to a request for one-sentence descriptions of recurring nightmares, otherwise known as "professional dreams," about their jobs. Two reported having such dreams but did not describe them. Excerpts from others follow:

- I am still a student and my paper, due the next day, isn't done.
- It's time for class but I can't find it.
- I'm teaching ceramics in a huge room with no equipment, not even a chair; one faucet, dripping constantly, sticks out from the floor in the middle of the room.
- I'm about to enter class and no one told me what the class is or what I'm supposed to teach.
- I go to the final exam and realize that I haven't been to class all semester long.
- I have to teach four classes at the same time in four different rooms in a big square, and I dash frantically from one to another.
- I'm in front of class either naked or talking away with absolutely nothing to say. Nobody notices that this situation is not normal.

The tenth instructor explained in a two-page letter a recurring dream about being naked in public but reported not having it anymore.

This study exemplifies how humanists often gain perspective through "soft data" which probe less quantifiable questions than "real" research. Soft data allows readers to draw their own conclusions, but at least two trends can be seen in these dreams. First, many display deep-seated lack of faith in administration, having been sent off to battle with inadequate information. Second, most dreams do not seem to fit the teacher's overt personality.

A major question remains: Are humanists like other people?

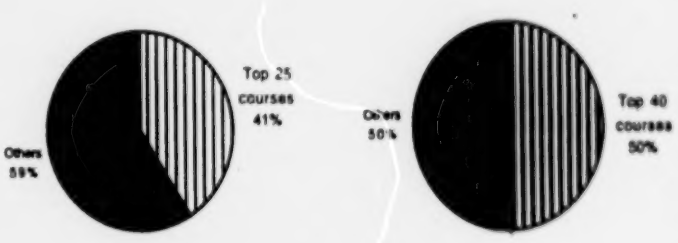
Course Enrollment and EMC Resources

Bert Y Kimura
Educational Media Center

Should the EMC consider course enrollment information as a basis for resource allocation? At issue is whether there are courses that are very highly populated and where resources can be concentrated.

A total of 973 class sections in Fall 1995, consisting of 417 different courses, were analyzed. The graphs below indicate the percentage of registrations in the most populated 25 and 40 courses.

Student Registrations



These results compare to Maricopa Community Colleges where 44 percent of all students were enrolled in the top 25 courses. The high concentration of student registrations at a college with such a diversified curriculum as ours is an interesting observation.

These results raise the following issue: Should the EMC—or any academic support unit for that matter—continue to support the diversity of KCC's curriculum equally or should we concentrate on where the students are?

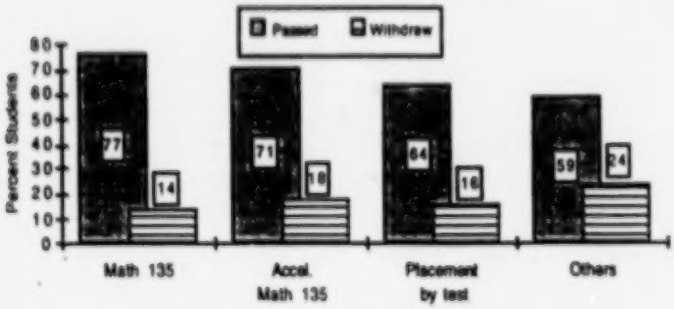
Success In Accelerated Math Courses

Andrew Pak
Mathematics

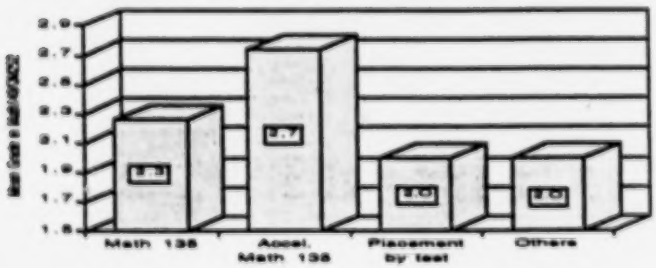
Students who were enrolled in Math140 and QM252 in Fall 1994 and Spring 1995 were grouped according to how they had satisfied the prerequisites. Each of 697 students identified fell into one of the following categories:

- those who completed Math135 (traditional instruction);
- those who completed accelerated Math135;
- those whose Math placement test result was either Math135+ or 140; and
- others, including transfers and cases with insufficient information.

Completion rates in Math140 and QM252 were obtained for the different groups, and only for students who received a grade.



The results indicate that students who enrolled in Math140 or QM252 via Math135 had statistically significantly higher success rates (a gradé of D or better), lower withdrawal rates, and higher grades in Math140 / QM252.

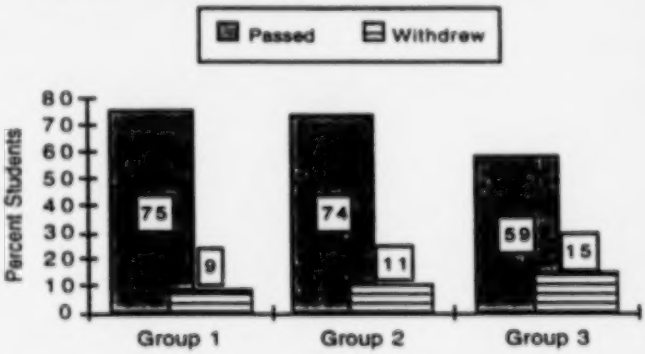


In addition, students who enrolled in the accelerated Math135 classes had higher grades on average in the subsequent Math or QM course than those who enrolled in the regular Math135 classes.

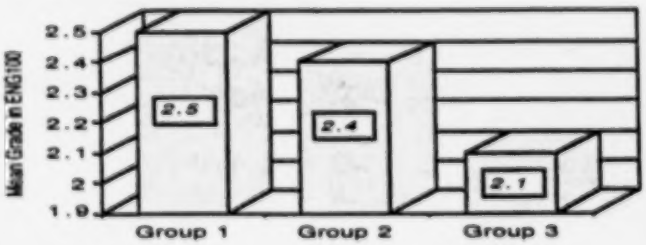
Two Routes To Success In English 100

Louise Pagotto
Language Arts

Between Fall 1991 and Fall 1995, 196 students scored between 11.5 and 12.9 grade equivalents on the Nelson-Denny test, took a writing sample test, and completed ENG100. Of these, 101 were allowed to enroll in ENG100 directly (*Group 1*) and 95 took ENG22 before ENG100 (*Group 2*). The success rates of these two groups were compared to the rates of 1,361 students who placed directly into ENG100 with reading levels of 13-14 on the Nelson-Denny test (*Group 3*).



The data show that students who entered ENG100 via the writing sample test (Groups 1 and 2) had statistically significantly higher success rates (a grade of C or better), lower withdrawal rates, and higher grades in ENG100.



These results indicate that students have a higher success rate when placed on the basis of both reading and writing ability, not just reading level. They also support findings of a previous study (*IRB*, Vol. 1, No. 2, Oct. 1993), in which students who entered ENG100 via ENG22 had a higher success rate than those who placed into ENG100 directly.

Institutional Research Bulletin

Kapi'olani Community College
4303 Diamond Head Rd, Honolulu, HI 96816

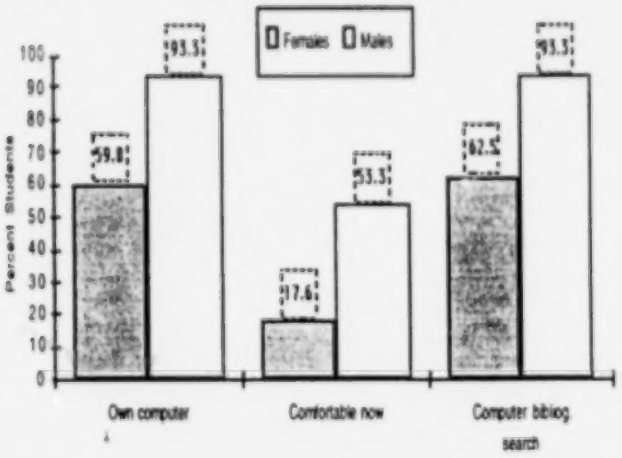
Office of Institutional Research
Vol. 4, No. 3, April 1996

Gender and Computer Use

Jan Anderson
Liberal Arts

In Fall 1995, 32 students (15 males and 17 females) in two computer-mediated ENG100 classes were surveyed to study which characteristics affect the ease of computer use. These sections were selected because they use no paper for their class work, writing only via computer. The results could be rather attributed to gender differences than to a specific personality trait.

By the end of the semester, all students were working industriously. The perception of their abilities were, however, quite different.



As illustrated, more males owned home computers (93.3% vs. 58.5%); were comfortable using them (53.3% vs 17.6%); and did use them for literature search (93.3% vs. 62.5%).

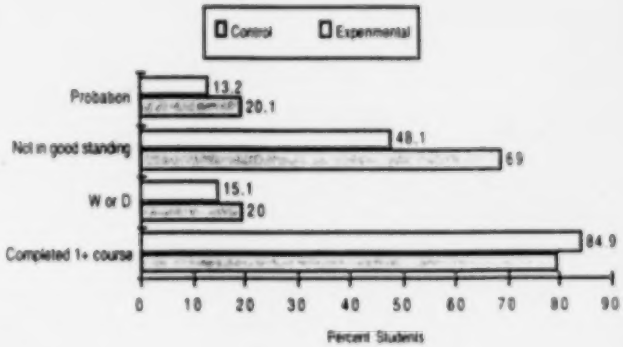
Other results suggested that males preferred solitary or exclusive communication modes (e.g. writing and telephoning). Female preferences varied widely. All agreed on group communication modes (e.g. group conversation, talking).

All those surveyed were 17-25 years old, with only one student being over 40.

Effect of Counseling Intervention on Probationary Students

Sharoh Moore
Student Services

Academic performance of 411 probationary students who received advising during the Fall 1995 registration was analyzed at the end of the term (the *experimental* group). This group was matched with 621 probationary students who received no specific intervention during the previous Fall term (the *control* group). The results were rather dramatic.



After one term, there was a 7 percent reduction in the number of students on probation in the experimental group (13.2% vs. 20.1%), a 21 percent reduction in students not in good academic standing (probations, suspensions, and dismissals combined), a 5 percent decrease in students who completely withdrew or dropped out, and a 5 percent increase in students who completed at least one course. In addition, the GPA of the experimental group was significantly higher than that of the control group: 2.19 versus 1.83.

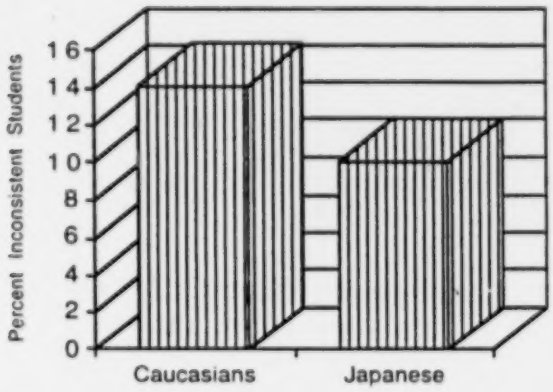
These findings provide strong evidence that counseling and advising interventions during registration make a difference in probationary students' overall academic performance.

The Integrity of Ethnicity Data

Ralph Ohara and Norma Vu
Institutional Research

Ethnicity data are often used to provide additional insignt about people's behavior, notably in education. However, in an environment as ethnically mixed as Hawai'i's, people's ethnicities may not be easily classifiable.

Two ethnic groups at KCC, Caucasians and Japanese, were compared for consistency in reporting their ethnicity in 2 different fields in the data base.* A total of 1,709 records of KCC students during AY 1994 and 1995 were selected. The overall percentage of students who did not report the same ethnicity in both locations was 12 percent, broken down as shown.



Fourteen percent of students classifying themselves as Caucasians in at least one location were inconsistent in reporting their ethnicities, while 9 percent of Japanese were inconsistent. The reason for this inconsistency may not be carelessness as much as inconsistency in describing ethnicity by students of mixed ethnic background. For example, students who are of Caucasian and Japanese background may choose as their ethnicity Caucasian on one occasion and Japanese on another.

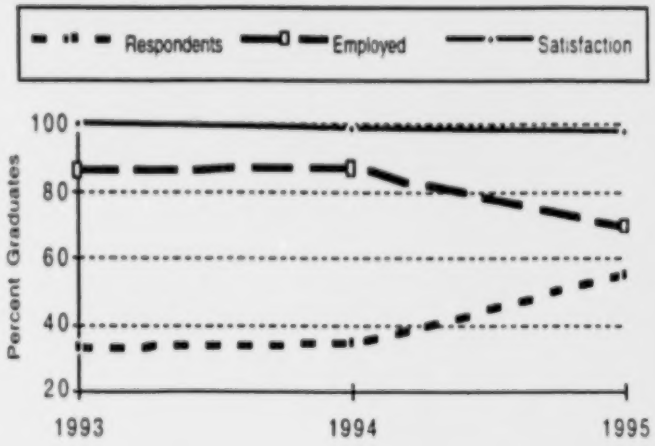
This finding suggests that institutional findings based on ethnicity should be used with care.

* No data could be obtained for Hawaiians because no two identical questions about their ethnicity were found in the database.

Effect Of Survey Timing

Gemma Williams
Student Services

Three annual telephone surveys of KCC vocational graduates have been conducted since 1993 (*IRB*, Vol. 4, No. 1, Feb. 1996). The surveys were conducted 8 months, 5 months, and 4 months after graduation respectively. Despite the absence of cause-and-effect evidence, some changes in responses measured over the years may be attributed to this timing difference.



Over the three years, as the time between graduation and the interview got shorter, the response rate increased from 33 percent to 55 percent. Once they graduate, students tend to change addresses and it is more likely to find them through early contact. The percent employed decreased from 86 percent to 70 percent. Especially in a shaky economy, it may take longer for students to find a job. Satisfaction with the program has dropped slightly from 100 percent to 98 percent. It may be that graduates appreciate the value of their training at KCC more as they get the opportunity to apply it.

Other indicators measured do not appear to correlate with the interview timing. Examples of these were the most important goal that the students wanted to achieve at KCC and their future plans in terms of continuing their education.

These results suggest that trade-offs exist as a function of the timing of telephone surveys. This timing should be a function of which trade-offs the investigator is willing to make.

Institutional Research Bulletin

Kapi'olani Community College
4303 Diamond Head Rd, Honolulu, HI 96816

Office of Institutional Research
Vol. 4, No. 4, September 1996

Editor's Foreword

In its fourth year of existence, the *Bulletin* continues to be published both in hard copy and electronically on the Worldwide Web. The *Bulletin* will continue to be published in hard copy until Internet access is available to all faculty and staff. The current issue can be found at:
http//nalo.kcc.hawaii.edu/kcc/irb/current.html

Previous issues can be found at:
http://nalo.kcc.hawaii.edu/kcc/irb/previous.html

Information about members of the office and current and previous IRB issues can be found at our home page:
http://nalo.kcc.hawaii.edu/org/oir

In addition, feature articles, typically too large to be published in the IRB, are included there, along with some research trivia.

The purpose, format, and publication requirements of the *Bulletin* remain unchanged, as stated in the first issue dated September 1993. Irena Levy has graciously consented to continue assisting in the review of *Bulletin* articles.

All members of the College community —students, faculty, and staff— are encouraged to take advantage of this forum and submit articles dealing with current issues such as effects of remediation on college performance, program reviews, enrollment and success patterns, and alternative or more cost-effective approaches to providing instruction, academic support, and counseling. Articles submitted will be considered either for the IRB or for our home page feature article.

Frank Abou-Sayf

Fall 1996 Enrollment At A Glance

Judith Buffington
Registrar

At the end of late registration (August 30), the total number of students enrolled for credit was 7,377, a decrease of 0.5 percent from Fall 1995.

Continuing students make up 57 percent of the student population, compared to 58 percent last Fall. A total of 5,496 new, transfer, and returning students were accepted, up 3.0 percent from Fall 1995. Of the accepted students, 3,155 (57.4%) enrolled for credit, compared to 58.8 percent last Fall.

Student Count

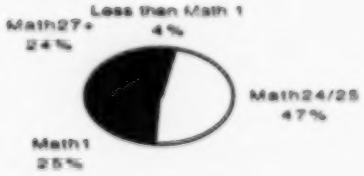
	Spring 1996	Percent Diff. from Spring '95
Major		
Liberal Arts	4,878	+0.3
Business Educ.	662	-1.8
Food & Hospitality Educ.	694	+16.4
Health Educ.	487	-16.5
Legal Assisting	126	-17.1
Unclassified	530	-3.3
Gender		
Females	4,259	-2.5
Males	3,118	+2.2
Attendance		
Full time	2,975	+3.5
Part time	4,402	-3.1
Tuition		
Resident	6,738	-0.6
Non-resident	639	-0.3
Ethnicity		
Asian/Pacific Islander	4,349	0
Caucasian	1,147	-2.3
Hawaiian/Part Hawaiian	708	0
Other Mixed	961	+37.7
Others	212	-6.2

In addition, 78 students were enrolled only in college non-credit preparatory courses. Of these, 18 were classified as continuing students.

Prerequisites for Social Science

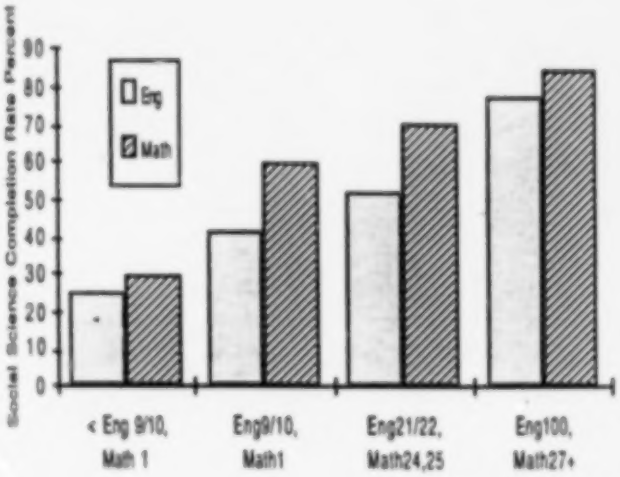
B Michael Tagawa
Geography

Data were collected on students who took a social science course between Fall 1994 and Spring 1996 plus at least one English 9V through 100 course or Math 1 through 100 course prior to the social science course. There was a total of 4,072 English records and 3,532 Math records. The composition of the social science courses in terms of level of English and Math attained by the students is shown.

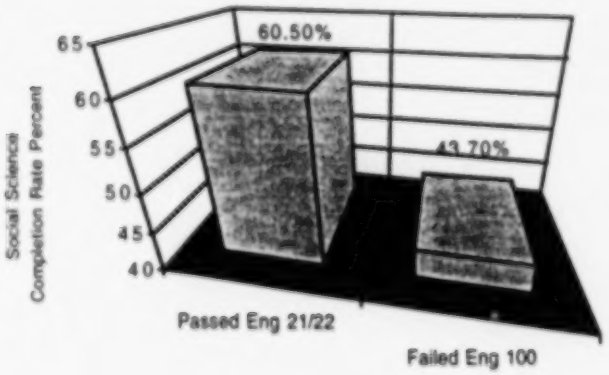


These graphs suggest that, if ENG 100 was established as a prerequisite, demand for social science courses could drop by as much as 30 percent. A MATH 27 prerequisite, on the other hand, could decrease demand by as much as 76 percent.

An analysis of completion rates (A, B, and C grades only), illustrated below, indicates that students who have completed ENG 100 or MATH 27 or higher have the greatest likelihood of completing an introductory social science course. The higher the level of Math or English completed, the higher the completion rate.



Students who have completed ENG 21/22 and those who have failed ENG 100 can be assumed to have comparable levels of English skills. An examination of the completion rates of these two groups suggests that there are distinct and statistically significant differences between those who have passed ENG 21/22 and those who have failed ENG 100. Clearly, other factors besides Math and English have a bearing on student success rates.



Program prerequisites must balance the realities of course demand against optimizing student skill levels for success. There may be a need to recognize that good students usually perform well in all courses while poor students do not.

Institutional Research Bulletin

Kapi'olani Community College
4303 Diamond Head Rd, Honolulu, HI 96816

Office of Institutional Research
Vol. 4, No. 5, Oct.-Dec. 1996

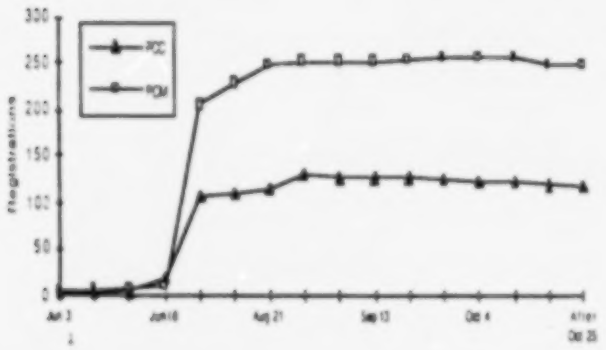
The Pre-College Program

Sharoh Moore and Guy Nishimoto
Learning Assistance Center

The Pre-College Program was created in Fall 1996 and includes 6 sections of a basic communications course (PCC20) and 13 sections of a math course (PCM23). The goal is to prepare students to enter developmental and then college programs.

Cohort	Registrations
PCC only	87
PCM only	209
PCC and PCM	39

By August 28, there was a total of 296 "singly" deficient students in the program: 87 enrolled only in PCC, and 209 enrolled only in PCM. In addition, there were 39 "doubly" deficient students, enrolled in both courses.



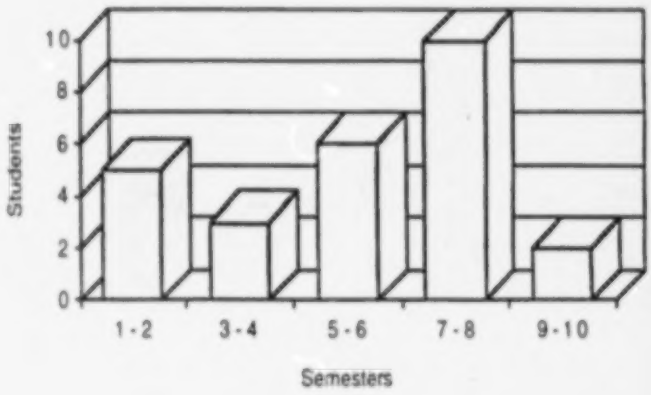
The registration pattern shown above indicates that by the middle of June only a handful of students had registered. The bulk of the registrations took place between late June and early August, the time at which new students register. Subsequently, there was no significant drop in registrations. There is also no substantial difference between the registration patterns in the two courses, only differences in magnitude resulting from the different population sizes.

Attempts at registering students as soon as placement results are available are being explored.

How Long Does A BCIS Student Take To Graduate?

Alfred Seita
Business Computers Information Systems

A total of 26 students who graduated with an A.S. degree during the Spring of 1995 and the Spring of 1996 were tracked back to determine how many semesters it took them to graduate. The results show that the average time was 5.7 semesters.



The mode was 8 semesters, with some students taking as little as 1 semester and others taking as long as 10 semesters. This cohort includes students who transferred from other institutions.

The results also may indicate that the BCIS program serves three different groups and a combination thereof:

- those with prior credits or work experience (semesters 1, 2, and 3);
- those who possessed no background and were taking close to a full-time load; and
- those who attended the program part-time and/or had some deficiencies in their basic skills.

Index, Volume 4, 1996

Author

Anderson, Jan. Gender and Computer Use 4, 3, Apr

Buffington, Judith. Fall 1996 Enrollment At A Glance 4, 4, Sep
-- Spring 1996 Enrollment At A Glance 4, 1, Feb

Cole, John. Professional Dreamers 4, 2, Mar

Kimura, Bert Y. Course Enrollment and EMC Resources 4, 2, Mar

Lum-Akana, Aileen. Characteristics of Tuition Waiver Recipients 4, 1, Feb

Moore, Sharoh. Effect of Counseling Intervention on Probationary Students 4, 3, Apr
-- The Pre-College Program *(with Guy Nishimoto).* 4, 5, Oct - Dec
-- Why Don't Probationary Students Continue? 4, 1, Feb

Nishimoto, Guy. The Pre-College Program *(with Sharoh Moore)* 4, 5, Oct - Dec

Ohara, Ralph. The Integrity of Ethnicity Data *(with Norma Vu)* 4, 3, Apr

Pak, Andrew. Success In Accelerated Math Courses 4, 2, Mar

Pagotto, Louise. Two Routes To Success In English 100 4, 2, Mar

Seita, Alfred. How Long Does A BCIS Student Take To Graduate? 4, 5, Oct - Dec

Tagawa, B Michael. Prerequisites for Social Science 4, 4, Sep

Vu, Norma. The Integrity of Ethnicity Data *(with Ralph Ohara)* 4, 3, Apr

Williams, Gemma. Effect of Survey Timing 4, 3, Apr
-- Vocational Graduate Trends 4, 1, Feb

Title

Characteristics of Tuition Waiver Recipients. *Aileen Lum-Akana* 4, 1, Feb

Course Enrollment and EMC Resources. *Bert Y Kimura* 4, 2, Mar

Effect of Counseling Intervention on Probationary Students. *Sharoh Moore* 4, 3, Apr

Effect of Survey Timing. *Gemma Williams* 4, 3, Apr

Fall 1996 Enrollment At A Glance. *Judith Buffington* 4, 4, Sep

Gender and Computer Use. *Jan Anderson* 4, 3, Apr

How Long Does A BCIS Student Take To Graduate? *Alfred Seita* 4, 5, Oct - Dec

Prerequisites for Social Science. *B Michael Tagawa* 4, 4, Sep

Professional Dreamers. *John Cole* 4, 2, Mar

Spring 1996 Enrollment At A Glance. *Judith Buffington* 4, 1, Feb

Success In Accelerated Math Courses. *Andrew Pak* 4, 2, Mar

The Integrity of Ethnicity Data. *Ralph Ohara and Norma Vu* 4, 3, Apr

The Pre-College Program. *Sharoh Moore and Guy Nishimoto* 4, 5, Oct - Dec

Two Routes To Success In English 100. *Louise Pagotto* 4, 2, Mar

Vocational Graduate Trends. *Gemma Williams* 4, 1, Feb

Why Don't Probationary Students Continue? *Sharoh Moore* 4, 1, Feb